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ABSTRACT

The article describes tasks that promote perceptual motor coordination in handicapped students. An introductory section provides suggestions for implementation and charts the activities in terms of emphasis on visual tracking, visual discrimination and/or copying of forms, spatial body perception, fine motor coordination, tactile discrimination, and depth perception. Each activity is then described in terms of objectives, materials, and procedures. (CL)

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PRACTICAL POINTERS



American Alliance for Health, Physical Education, Recreation and Dance
Physical Education and Recreation for the Handicapped: Information Center
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November 1979

The mind of man is capable of anything because everything is in it ... all the past as well as the future.

Joseph Conrad

INNOVATIVE PERCEPTUAL-MOTOR ACTIVITIES: PROGRAMING TECHNIQUES THAT WORK--PART II

Howard M. Sorrell

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Howard M. Sorrell (Jackson Elementary School, Arlington, Va.) again shares from his wealth of knowledge and experience in working with children in meaningful, purposeful perceptual-motor activities that are FUN. Creative, innovative, and resourceful, Howard Sorrell possesses that unique quality among teachers which enables him to develop and devise practical, functional, and relevant physical and perceptual-motor activities from materials readily available and accessible in any situation or environment. His understanding of and love for children and in seeing each develop to the fullest of his/her potential are evident in his every word and action. While his personal rapport and relationships with students cannot be reproduced, some activities and approaches with which he has been so successful can be shared. For this opportunity we are thankful, and express personal thanks and professional gratitude and appreciation.

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This Practical Pointer, sequel to Volume 2, Number 5, is geared to high interest activities with strong promise of immediate success for participants. Fun and success are important in learning tasks and situations for everyone regardless of age or ability. However, these are crucial ingredients in learning for children with various general or specific learning difficulties. Activities and approaches presented in this Practical Pointer provide opportunities for fun, enjoyment, pleasure, and laughter while at the same time challenging children into learning.

The following tasks are broken into specific progressive steps which permit each child to know that he/she is succeeding. With this inner awareness of growth, the learning phenomenon may trigger further involvement and perseverence by the child; these are qualities often lacking among children experiencing learning difficulties.

SUGGESTIONS FOR IMPLEMENTATION

Specific steps for each activity should be spelled out for the child; use pictures, drawings, and/or stick figures for children with reading difficulties. This can also be done in a check list with itemized steps for each task. If a child is unable to determine what to do, a peer or adult leader can work along with him/her. Repetition of individual tasks for as many times as interest is high is recommended; always end an individual task and a session of these activities in positive ways.

Parallel or similar perceptual-motor tasks developed by teacher or instructor are encouraged--these activites can spring from any base. Primary springboards in creating the following tasks have been responses to such basic questions as "What does the child need?" "How and/or where does the child need to develop?" "What perceptual-motor deficiencies does the child have?" These questions are easily answered by lay-persons by simply observing a child in normal activities, or by assigning simple manipulative tasks, puzzles, or craft designs.

Opportunities for development in the perceptual-motor realm are unlimited. This is an ever-expanding growth horizon that continues throughout life. Certainly, in early youth, as many experiences in these areas as possible should be afforded young children. The following are types of inexpensive, high interest tasks that give promise of high development of each youngster's perceptual and motor skills.

THE PROGRAM IN ACTION

Regardless of specific methods to implement this program, a circuit approach or station techniques are used. Among endless ways of putting this program into action are:

- Make and place instruction cards for each activity in a specific area. Students who can, read and follow instructions; others have someone else read instructions to them. If possible, instructions should be in picture or graphic form so everyone can follow them easily. Consider use of audio-cassettes as another way to provide instructions.

- Devise stations or areas so students move in a prescribed order; stay at each station for a specific time, then rotate at a signal. Use contact paper, tempera paint, or other means to show movement patterns among stations. Use music for background during the action phase of activity; stop the music as a signal to move to the next station. Aides, peer tutors, and volunteers can work with students who need extra help or at especially difficult stations.

- Devise a check-off list so each child can maintain a record of what has been accomplished, how long it has taken, and other information to show achievement.

- Include sufficient stations and activities so each youngster has a chance to become more proficient and meet new challenges through active participation. Obtain ideas and suggestions from children on new ways tasks can be used at each station.

- Incorporate appropriate commercial games--e.g., Perfection, Beat-the-Clock, Tug-Boat, puzzles, dominoes, Twister, and Toss-Across--as activity stations. Visit toy stores for additional games and ideas for this approach. Developmental Purposes of Commercial Games (Practical Pointer Volume 1, Number 1) provides information about games which can have positive effects on associative learning, auditory memory, eye-hand coordination, fine and gross motor control, fine and gross motor skills, laterality, tactile discrimination, visual motor integration, visual discrimination, visual imagery, visual tracking, social skills, expressive skills, and sports skills.

Perceptual-Motor Task	PAGE.	VISUAL TRACKING.	VISUAL DISCRIMINATION AND/OR COPYING OF FORMS.	SPATIAL BODY PERCEPTION. SPATIAL PERCEPTION/AWARENESS.	FINE MOTOR COORDINATION: MIND-EYE/EYE-FINGERS.	TACTILE DISCRIMINATION.	DEPTH PERCEPTION.
CHOPSTICKS FOR A GOOD TIME.	5	X		X	X		
HANG IT ON THE LINE.	6	X	X	X	X	X	X
RING THOSE KEYS.	7	X			X	X	X
PUMP UP A BALL.	8			X	X		
DARN THOSE SOCKS.	7	X			X	X	X
GIFT PACKAGING.	9	X			X	X	X
TOP THE JAR.	9	X			X	X	X
METAL SMITH.	10	X	X		X	X	X
COAT HANGER FIGURENES.	5		X		X	X	
MARKETING PRODUCE.	6	X			X	X	X
EGG BOX TARGET.	10	X			X		X
INDOOR PLAY BIRDHOUSE.	11		X	X	X		
BURLAP BOOK MARKERS.	11		X		X	X	
BUTTON BEADS.	12	X			X		X
BE THE BIG MAN.	12	X		X	X	X	X
PIE PAN PUZZLES.	13		X	X			
STAPLING SHAPES.	8	X	X		X		
RACKETS FOR PLAY.	13		X		X		
HUMPTY-DUMPTY DOMINOES.	14	X		X			
BLACKBOARD SHAPES.	14	X		X		X	

CHOPSTICKS FOR A GOOD TIME

Objectives Develop fine motor and manipulative skills with the fingers; improve eye-hand coordination skills, eye-tracking, and spatial perception.

Materials Several sets of inexpensive chopsticks; rug mats 12 inches x 12 inches, or table placemats; dried peas, glass marbles, dried lima beans, and small pebbles; orange juice cans or containers; two chop sticks for each participating child.

Procedure

1. Empty from the small container five of each of the listed materials--i.e., dried peas, glass marbles, dried lima beans, small pebbles, navy beans--onto the rug mat or placemat.
2. Hold chopsticks with ring, middle, forefinger, and thumb... pick up one item at a time and place it in the tin can.
3. Practice as much as possible.
4. Set a kitchen timer to see how fast all twenty or twenty-five items can be picked up and placed in the tin can; see how many items can be picked up in a designated time--ten, twenty, sixty seconds.
5. Compete against a classmate.
6. Try the task with one eye shut or a blindfold over both eyes.



COAT HANGER FIGURENES

Objectives Develop eye-hand coordination, muscular, and manipulative skills, concepts of forms and shapes by bending coat hangers into various shapes, letters, figures, and forms.

Materials Supply of low-gauge, light weight wire coat hangers; plyers of various sizes and strengths, most with wire cutting capacities; sample figures, letters, shapes, and forms for patterns; optionally, various sizes of wire cutters for children unable to cut with selected plyers.

Procedure

1. Select a figure, shape, letter, or form.
2. Bend, twist, cut, manipulate, and form the shape, figure, form, or letter.



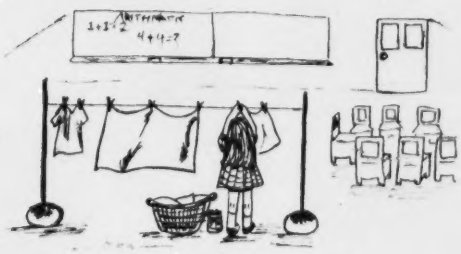
HANG IT ON THE LINE

Objectives Develop eye-hand coordination, spatial awareness, and manipulative skills in practicing a life-long functional activity--hanging clothing items on a line to dry.

Materials Two upright standards or two places to anchor a clothesline; clothes pins in generous supply; variety of boys', girls', men's, and women's clothes to hang out; stool or two-foot ladder.

Procedure

1. Select items to be hung on the line.
2. Compete with a classmate in a race to get the most items hung-up.
3. Hang clothes against a timing device--how long it takes to hang a given number of items or how many can be hung in a specific time.
4. Use one/two/three clothes pins per item regardless of its size, shape, color, or texture.
5. Use one clothes pin for one/two/three/more items regardless of their sizes, shapes, or textures.
6. Select only items of a specifized type, size, shape, color, or texture to hang on the line.
7. Perform these and similar tasks while blindfolded.



MARKETING PRODUCE

Objectives Develop concepts of sizes, forms, and shapes by using a miniature separation technique similar to that used in industrial food sorting and packaging plants.

Materials Large number of various sized spherical objects--tennis balls, golf balls, marbles, ping pong balls, circular steel ball bearings, incline plane with dropthrough holes varying in sizes to accommodate various sized balls (spherical objects) representing oranges, apples, plums, cherries, berries, potatoes; bags and fasteners.

Procedure

1. Roll ball(s)--imitation vegetables and fruits--down the separator incline plane permitting various sized balls to drop through into recepticals.
2. Package various types of imitation produce into bags and fasten them.



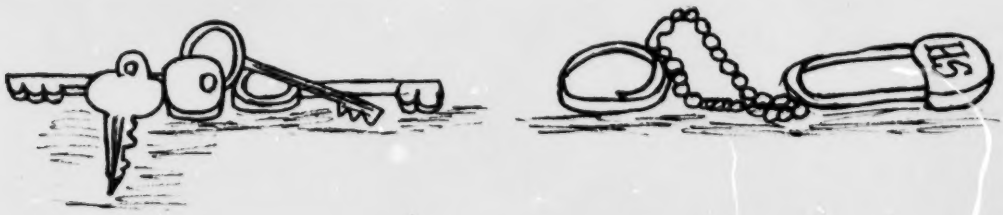
RING THOSE KEYS

Objectives Develop finger dexterity by inserting and removing a variety of car and house keys onto an equally wide variety of key rings from advertising agencies, locksmiths, and key makers; acquaint the child with a life-long functional activity.

Materials Generous number of keys from various sources....the number that can be gathered is unlimited; large number of different types of key rings; containers for each; kitchen timer or sweep second hand wrist watch.

Procedure

1. Ring as many keys as possible onto one/two/three selected rings.
2. Separate different types of key rings and place one key on each ring.
3. Test yourself with twenty-five keys and a timing device--see how long it takes to ring all keys; see how many keys can be placed on rings in five, ten, fifteen seconds.
4. Divide keys in different ways--size, shape, color--and place in different ways on rings--alternate from ring to ring; alternate types of keys on each ring; keep all keys the same on each ring.
5. Use one hand only, both hands, alternate hands as keys are placed on rings.
6. Perform tasks with one eye shut or a blindfold over both eyes.



DARN THOSE SOCKS

Objectives Develop eye-finger coordination, visual acuity, and visual perception by practicing the old repair craft of mending socks with holes in them.

Materials Supply of clean, old socks with holes in toes and/or heels; needles and thread; light bulbs, golf balls, croquet balls, or similar objects to use in darning process.

Procedure

1. Select a pair of socks which needs to be darned.
2. Thread the needle.
3. Use a light bulb--or other base--inside the sock and mend the hole.
4. Secure the final threads.

Note If Goodwill Industries or some charity can use or dispense repaired socks to needy people, this adds to purpose and motivation of the activity.



PUMP UP A BALL

Objectives Develop finger dexterity; build control in wrists and hand muscles; acquaint the student with a functional skill for future play.

Materials Supply of deflated balls in a large box; two hand pumps; needle valves; vaseline.

Procedure

1. Select a needle that fits the pump.
2. Lubricate the needle with vaseline.
3. Pump-up the ball until it is full and firm.
4. Remove the needle from the pump and replace it in a container.
5. Place the inflated ball in a second box so that it can be used.
6. See how many balls can be pumped up in a specified time--ten, twenty, sixty seconds.
7. Perform the entire task blindfolded.



STAPLING SHAPES

Objectives Manipulate a frequently used instrument while forming shapes, designs, letters, or numbers to develop eye-hand coordination and spatial awareness.

Materials Used paper; stapler; staples; ruler; pencil; templates for constructing preferred designs; 3 inch x 5 inch x 8 inch file cards.

Procedure

1. Select design to be constructed.
2. Outline with pencil borders of the design.
3. Use a loaded stapler and align staples on card or paper where lines are marked.
4. Select a second design for stapling shapes or designs.



GIFT PACKAGING

Objectives Develop finger-hand manipulative skills in practicing a life-long functional activity.

Materials Boxes of various sizes--shoe boxes, small jewelry containers; newspapers; used brown paper bags; scissors; Scotch tape; varied types of string.

Procedure

1. Select the box which will be wrapped and tied.
2. Judge amount of paper needed to wrap the box correctly and choose between newspapers and brown bag paper.
3. Cut paper to preferred size.
4. Wrap the box using Scotch tape to secure folds.
5. Tie the package so as to be fit to send through the U. S. Mail.
6. Dismantle the wrapped box, discard paper, and leave the box for the next classmate.



TOP THE JAR

Objectives Manipulate tops onto correct jars; recognize sizes and shapes.

Materials Box or container; seven glass jars of varied sizes--more may be used as preferred; seven corresponding tops to the jars plus several dummies that won't fit; red bandanna for a blindfold; kitchen timer may be used to speed the task effort.

Procedure

1. Scatter tops and jars over a work area.
2. Fit jar tops onto jars until all jars are topped.
3. Remove all tops.
4. Put on the blindfold and assemble jars and tops again.
5. Try task with kitchen timer--see how long it takes to complete the task or how many jars can be topped in a specified time.
6. Remove tops once more and scatter for classmate.



METAL SMITH

Objectives Experience basic skill of a Metal Smith; develop eye-hand coordination skills by manipulating a punch and mallet in forming shapes, letters, and designs.

Materials Liberal collection of old automobile license plates; masking tape; metal punches of various sizes; strong, solid metal plate thick enough to accommodate persistent pounding--wood of hard consistency will do; mallet or hammer; patterns of letters and/or numbers; outlines of shapes, forms, houses, boats, airplanes, or whatever else is desired.

Procedure

1. Select any old, used auto license plates....motorcycle plates or even bicycle plates will do.
2. Place--fasten with tape or string--a plate onto the pounding plate.
3. Pick a design to copy or pound-out into a letter, figure, or shape.
4. Punch/pound out the figure, shape or letter of choice.



EGG BOX TARGET

Objectives Develop eye-hand coordination by targeting marbles into openings in the top of an egg carton leading into the twelve spaces reserved for the corresponding twelve eggs.

Materials Empty egg box with holes in the top just above each space for an inserted egg; twelve or more large or assorted size marbles; marble container.

Procedure

1. Drop from a standing position twelve marbles into twelve different holes. How many tries does it take to drop twelve marbles into twelve different sections of the carton?
2. Open the carton and replace marbles in the tin can for the next classmate.



INDOOR PLAY BIRDHOUSE

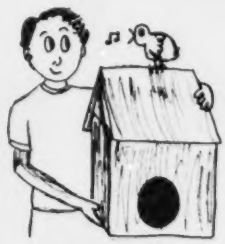
Objectives Develop hand-finger skill and control by assembling seven cardboard ready-cut pieces to form an indoor birdhouse for indoor play or display.

Materials Seven ready-cut parts already outlined or with cardboard and templates with which to accomplish preliminary steps; seven parts to the birdhouse--two sides, front, back, base/floor, two panels to form a slanting roof; ice pick or punch; paper fasteners, scissors, pencil or ball point; cardboard.

Procedure

1. Draw from templates the seven parts--sides, floor, roof, front, and back--to the birdhouse.
2. Cut out parts.
3. Punch holes with ice pick or punch.
4. Assemble parts with paper fasteners.

Note This project could be BUILD A BIRDHOUSE but might require adults to cut-out the seven parts from quarter inch thick wood....in this project the result would be a real birdhouse usable for year round outdoor use. Small nails and a tack hammer would be added materials.



BURLAP BOOK MARKER

Objectives Develop manipulative skills; motivate capacity for creative design.

Materials Burlap bag cloth; scissors; magic markers; ruler; ball point pen or lead pencil.

Procedure

1. Outline the book marker to size and shape desired.
2. Cut burlap to preferred strip and size.
3. Mark strip with insignias or designs of preference.



BUTTON BEADS

Objectives Assemble any combination of sizes and colors of buttons to form a homemade string of beads; develop eye-hand coordination, form perception, and manipulative skills.

Materials Nylon--or heavy fiber thread; collection of various sizes and colors of buttons; needle; bead end-fasteners.

Procedure

1. Sort buttons in desired stringing arrangement.
2. String needle with selected thread/fiber.
3. Secure one part of bead fastener on opposite end of the thread...from the needle.
4. Place buttons onto the thread per desired arrangement and length.
5. Secure second part of the fastener onto needle end of the thread.



BE THE BIG MAN

Objectives Enhance overall body management through donning oversized, adult apparel.

Materials Various items of adult clothing--man's shirt with buttons, trousers with zipper, jacket with zipper, belt with buckle or hook, other selected items; one suitcase.

Procedure

1. Put on each item of clothing by yourself...only ask for assistance if needed.
2. Put on clothing against a timing device.
3. Dress a friend with the same clothing.
4. Pack all items into a suitcase...then see how fast task can be done or how much can be done in a specified time.
5. Perform task blindfolded.

Note Activity can and should include girls with women's items, if convenient. However, use of men's clothing is primarily recommended.



PIE PAN PUZZLES

Objectives Enhance spatial awareness by fitting parts into three varied shaped pie pans.

Materials Regular circular pie pan; rectangular pie pan; square pie pan; wood or cardboard pieces of exact shape and dimensions of each pie pan--cut into pieces/sections that will fit together within the three pie pans.

Procedure

1. Spread three differently shaped pie pans onto work area.
2. Spread pieces/parts to the complete shaped pie pans over work area.
3. Assemble/fit pieces into the three differently shaped pans until all three pie pan puzzles are complete.



RACKETS FOR PLAY

Objectives Develop skills in constructing a racket for play while developing hand and finger dexterity by using basic tools and dispensable supplies.

Materials Wire coat hangers, preferably low-gauge; plyers of various sizes and strengths; wire cutters; used nylon stockings for webbing the face of the racket; two or three patterns of various sized rackets--tennis, badminton, table tennis.

Procedure

1. Select type and size racket which is to be constructed; use samples as guides.
2. Shape wire to form the frame of the racket.
3. Cut nylon stocking to fit over the face of the racket.
4. Tie or tape nylon covering at the neck of the racket.
5. Use a whiffle type ball or badminton bird for play.



HUMPTY-DUMPTY DOMINOES

Objectives Manipulate dominoes--or similar wooden blocks--to form shapes, forms, letters, or designs to emphasize spatial relations.

Materials As many dominoes or similar rectangular blocks as can be assembled; reasonably large working area.

Procedure

1. Decide what shape, letter, word, or design is to be constructed.
2. Place dominoes on their edges so they are standing upright.
3. Space dominoes so that upon toppling one it topples the next and so on until the constructed design has now the same design, but more pronounced with the dominoes lying flat.
4. Shuffle dominoes and construct another design.
5. See how many dominoes can be properly placed in a design and then caused to topple when the first one is pushed.



BLACKBOARD SHAPES

Objectives Develop spatial awareness, hand-finger manipulative skills, ambidexterity, and capacity to form shapes and figures.

Materials Blackboard; upright or small desk size; chalk; selected patterns and/or templates; eraser.

Procedure

1. Select templates and/or design patterns with which to practice.
2. Draw designs with templates and/or patterns.
3. Make shapes, figures, and designs without aid of templates and patterns.

Child is directed to use the non-dominant hand at judgment and discretion of the instructor.



MOTOR ACTIVITY/ PERCEPTUAL DEVELOPMENT

ANNOTATED BIBLIOGRAPHY ON MOVEMENT EDUCATION

A collection of selected resources significant to a deeper understanding of the many aspects and definitions of movement education. Designed to serve a variety of professional needs — for a beginning specialist, experienced practitioner, classroom teacher or any student of human movement. Listings are organized under major classifications of Theory and Practice. The latter is subdivided to cover basic movement, dance-drama, gymnastics, and sport. 1977. 64 pp. (245-25968) $3.75

ANNOTATED BIBLIOGRAPHY ON PERCEPTUAL-MOTOR DEVELOPMENT

A bibliography with sections devoted to auditory perception and movement; body image and movement; and depth-distance perception and movement. A separate compilation of tests, programs, material sources, assessment instruments and films is included. 1972. 128 pp. (245-25412) $4.00

CHILDREN LEARN PHYSICAL SKILLS

Learning programs designed to provide parents, teachers, and specialists with techniques and suggestions for developing movement abilities in early childhood. Two separate volumes are available — one for use with infants, from birth to 3 years, and the other for children, ages 3-5 years. The activities, organized in systematically planned "sessions", are directed toward open learning situations in which children can gain self confidence through movement. By Liselott Diem, internationaliy recognized authority in the field (translated from the original volumes in German). 1978.

Vol. 1 (birth to 3 years) (240-26322) $6.75
Vol. 2 (ages 3-5) (240-26324) $6.75

FOUNDATIONS AND PRACTICES IN PERCEPTUAL-MOTOR LEARNING: A QUEST FOR UNDERSTANDING

A multidisciplinary examination of major conceptual viewpoints of perceptual-motor behavior and teaching methods. Includes descriptions of action programs, tests, resource materials and a professional preparation survey. 1971.

200 pp. (245-25120) $5.00

MOVEMENT ACTIVITIES FOR PLACES AND SPACES

A new book for the physical education specialist, classroom teacher, and professional preparation department. Offers methods and activities in physical education which can contribute to each child's maximum development. Designed to encourage development of motor skills, create situations in which children can make choices in an atmosphere of freedom, and allow children to participate in enjoyable movement experiences which help to develop a desire for continued participation in physical activities. 1977. 48 pp. (245-25996) $4.25

WHO CAN . . .

Twenty series of pictures, with text, illustrating education for movement in the primary grades. Offers a selection of basic activity forms — with variations and progression — which are based on movements fundamental to more complicated patterns as evidenced in more refined specific sports skills. The activities presented embody creative approaches to the traditional, meeting the needs of children to discover how to use their bodies efficiently. The activities covered require only simple equipment that can be used in and out of the gymnasium. Designed for use by the classroom teacher, advanced or beginning specialists, and in courses of professional preparation. By Liselott Diem, internationally recognized authority in the field. 1977.

48 pp. (245-26074) $3.75